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AUTHOR Deever, R. Merwin; Shockley, H. Allen
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ABSTRACT

The primary purposes of the doctoral dissertation summarized here were to identify the job satisfaction of teaching staffs of selected extended school year programs in operation during the 1971-72 school year and to analyze the opinions of teachers concerning the effects of the extended school year program on student achievement, pupil-teacher relationships, and student attitudes toward school. Four major categories of extended school year programs were studied: extended summer school, voluntary fourth quarter, rotating quarter or semester (45-15 plan), and mandatory fourth quarter or lengthened school year. General conclusions were that senior high school teachers were more satisfied than others, that level of training was not a clear determinant of job satisfaction, that the voluntary fourth quarter plan was most satisfying to teachers, that the mandatory fourth quarter program was a close second in teacher satisfaction, and that teacher involvement in planning, curriculum development, and staff orientation were all determining factors of teacher job satisfaction. Recommendations and implications of the study are included. (Author/IRT)

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JOB SATISFACTION OF TEACHERS IN SELECTED EXTENDED SCHOOL YEAR PROGRAM

A Summary of a Doctoral Dissertation by Joseph Emanuel Clauson

Prepared by

R. Merwin Deever

H. Allen Shockley

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FOREWORD

Each year since January, 1971, the Arizona State University College of Education's Bureau of Educational Research and Services collaborates with Arizona School Administrator's Inc., to identify, from among the dissertations produced in the Department of Educational Administration and Supervision, those topics which would be of greatest current interest to school administrators in Arizona.

Dissertations identified are then summarized in Research Reports on Educational Administration and distributed gratis to school administrators and Educational Administration faculty. The current issue is the twenty-third in the series.

The present study was a research investigation conducted by Joseph Clauson. The investigation concerned itself with the investigation and analysis of factors affecting job satisfaction of teachers in selected extended school programs.

Other dissertations which have been summarized and published in the past are listed on the inside back cover. All dissertations from which the summaries are derived are available on interlibrary loan and may be obtained by any library upon application to the Director of Libraries, Arizona State University, Tempe, Arizona 85281. All dissertations are also available on microfilm from University Microfilm, Inc., Ann Arbor, Michigan.

M.D.
H.A.S.

INTRODUCTION

Most people are under the impression that the extended school year concept is a recent development in education. Quite to the contrary prior to 1840 large cities were conducting school almost the year around and often the school year was varied to meet the needs of the population. Early variations in the school year were not greatly significant, however, since the calendar was confined to city schools and schools were attended predominantly by the elite. The idea of extending the school year is now being considered as a remedy to increased cost of capital investment and as a means of extending the educational opportunities for children.

With any change in program the question of employee satisfaction should be considered. Very limited information is available regarding the attitude of teachers who have had extended school year experiences. Since many studies show that the success of a proposed change depends to a great extent upon the attitude of the people involved in the change, it is of interest to school districts undertaking an extended school year program to understand those factors of such programs that affect teacher attitude.

This study was an attempt to identify and analyze the effect of various extended school year plans on job satisfaction of teachers involved in these programs.

THE PROBLEM

The primary purpose of this study was to identify the job satisfaction of teaching staffs of selected extended school year programs that were in operation during the 1971-72 year. A second objective of this research was to analyze the opinions of teachers concerning the effects of the extended school year programs upon student achievement, pupil-teacher relationships and student attitude toward school.

Specific questions to which the study was directed were:

1. Are there significant differences between job satisfaction levels of teachers in various extended school year programs when these teachers are grouped according to:

   a. The type of extended school year program in which they are working?

   b. The variety of teacher employment contracts available in their extended school year programs?

c. The sex, age, years of teaching experience and years of experience of teachers in extended school year programs?

d. The amount of planning time committed to the development of the extended school year program in which they are working and the extent to which teachers were involved in the planning process?

e. The curriculum development emphases of the extended school year programs in which they are working?

2. Is there a significant difference between the job satisfaction of teachers when they are grouped according to various effects they feel their extended school year programs have upon students?

PROCEDURES

The following procedures were used to complete the study:

1. A review of the literature was conducted to become familiar with the history and effectiveness of various extended school year programs and teacher job satisfaction.

2. A preliminary survey of extended school year programs in thirty-four school districts in nineteen states regarding their operation of such programs was conducted. Several categories of extended school year programs were reported. The four major categories were:

. Extended summer school
. Voluntary Fourth quarter
. Rotating quarter or semester (45-15)
. Mandatory fourth quarter or lengthened school year

3. A second survey was conducted utilizing a job satisfaction questionnaire completed by 80% of a random sample of 181 teachers from a population of 236. These teachers were working in extended school year programs in six selected school districts during the 1971-72 school year.

Stratification of the sample was obtained by selecting representative school districts from each of the four types of extended school year programs. Table 1 extracted from the study illustrates the four different plans graphically.

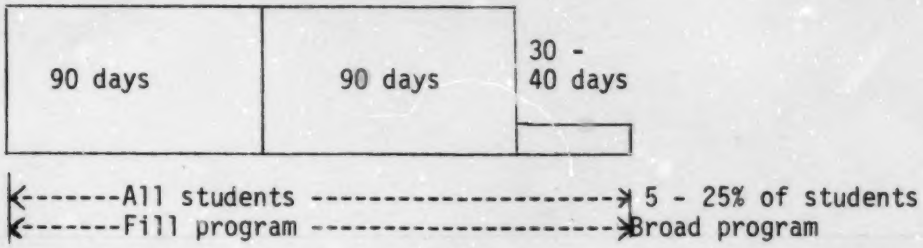
The questionnaire utilized was actually two instruments -- one to measure job satisfaction and the other designed to survey characteristics of respondents and the extended year program in which they were working. The job satisfaction of teachers was measured by instrument 100, a morale tendency score instrument (MTS), titled "You and Your School Situation;" New York University (Redefer 1963: 2-6). This

TABLE 1

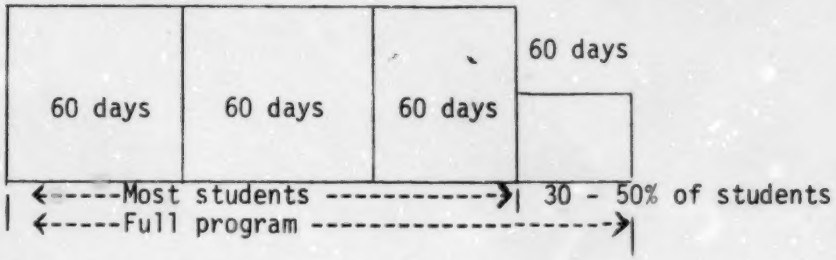
Illustrations of Four Types of Extended School Year Programs

In Operation During the 1971 - 72 School Year

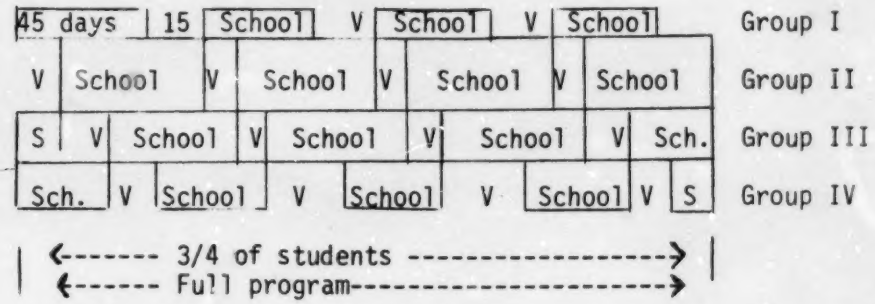
I. Extended Summer School:



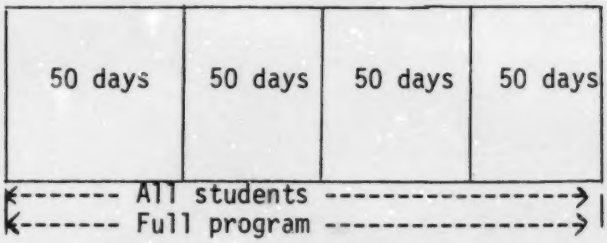
II. Voluntary Fourth Quarter:



III. Rotating Quarters of Semesters:



IV. Mandatory Fourth Quarter or Lengthened School Year:



instrument has established validity and reliability. To measure the factors of respondents and the extended year program in which they worked the researcher used an instrument titled "Teacher Survey - Extended School Year Programs."

4. Morale tendency scores (Edwards 1957: 88) were computed. Job satisfaction scores for each respondent were computed by totaling these values for all items on the MTS instrument.

Two to four subgroups were developed for each hypothesis to be tested by the use of the Teacher Survey.

5. The job satisfaction scores and data for each subgroup relative to respondent characteristics were transferred to computer format and computer programs to determine F ratio for each hypothesis used. The .05 level of significance was used in the one-way analysis of variance and the source of significant F ratio were sought by means of Scheffe's test for multiple comparisons.

6. Conclusions were then drawn for an analysis of these statistics for each hypothesis.

FINDINGS AND CONCLUSIONS

As a result of the procedures followed in the study, the following findings were represented:

1. Significant differences were found between the job satisfaction of teachers in various extended school year programs and the following factors or characteristics of the teacher:

- grade level at which they taught
- the amount of college training completed
- the type of extended school year programs in which they were involved
- the level of teacher involvement in planning their extended school year program
- the adequacy of staff orientation procedures in the extended school year program
- reported flexibility of student schedules in their extended school year program
- reported effect of these programs upon academic achievement and student attitude

2. There were no significant differences found between job satisfaction of teachers in various extended school year programs and the following factors or characteristics of the teacher.

- age of the teacher
- sex of the teacher
- years of extended school year teaching experience

- . total years of teaching experience
- . the number of teaching contracts available to them
- . the patterns of their work year
- . the importance they give to salary benefits and their job situation
- . the extent of school district preparation for their extended school year program
- . reported effects of these programs upon pupil-teacher relations

3. Supplemental analysis of variance found a significant difference in job satisfaction of teachers with respect to individual school districts in the study. Teachers were more satisfied in those districts with the Fourth Quarter Plan.

Besides the specific findings outlined above, the research found that within the limits of the study:

1. Senior high school teachers were more satisfied than teachers at other levels

2. Level of training was not a clear determinant of job satisfaction

3. The Voluntary Fourth Quarter Plan was most satisfying to teachers

4. The Mandatory Fourth Quarter Program is a close second in teacher satisfaction

5. Teacher involvement in planning, curriculum development and staff orientation were all determining factors to teacher job satisfaction.

The researcher reported that "The Voluntary Fourth Quarter plan for school year extension appears to be worthy of special study by those who are considering the implementation of an extended school year program."

RECOMMENDATIONS

The recommendations of this study are based upon the findings and conclusions with respect to factors effecting teacher job satisfaction in various extended school year programs.

1. School districts in contemplating extended school year programs should give consideration to the effect upon classroom teachers.

2. Feasibility studies of extended school programs should include serious consideration of Voluntary Fourth Quarter Programs.

3. The effects of these programs upon students are critically important and feasibility studies should give high priority to the potential for improvement in the quality of education.

4. School districts should not proceed without extensive and meaningful involvement of classroom teachers who will be working in the program.

5. It is important to involve teachers in the curriculum development required as a part of the planning for school year extensions. It is likely that the greatest opportunity for expansion and change would be at the high school level.

6. If a pilot study in only a segment of the school population is conducted, it is recommended to begin at the secondary level because of the acceptability at that level.

7. Teachers who anticipate working in an extended school year program should obtain training in order to be qualified for a wider variety of teaching assignments.

8. Adequate staff orientation to the program is especially important prior to moving into an extended school year program.

IMPLICATIONS

School districts that are adopting extended school year plans might develop a cooperative research effort for possible evaluation and improvement of the plans. The structured interview technique would be a desirable means of obtaining data on the programs. A second source of data would be a survey of principals administering extended school year programs.

The study concluded that there is a significant relationship between many factors and characteristics of teachers involved in the program while others are not significant. The strongest recommendation is that the teaching staff should be involved in the planning and curriculum development and that adequate orientation programs are a must. The study lends the most support to the Fourth Quarter Plan and suggests this plan be seriously considered.

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